



Kentucky Literacy Link

A Publication of the Kentucky Department of Education (KDE)

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Summer 2014

A Brave And Startling Truth (Maya Angelou)

Mikkaka "MK" Overstreet is a KDE literacy consultant and the editor of this publication. Contact her at mikkaka.overstreet@education.ky.gov.

You are miraculous. Your students are miraculous. Teaching is miraculous. Have a wonderful summer.

A Brave and Startling Truth

We, this people, on a small and lonely planet
Traveling through casual space
Past aloof stars, across the way of indifferent suns

To a destination where all signs tell us
It is possible and imperative that we learn
A brave and startling truth

And when we come to it
To the day of peacemaking
When we release our fingers
From fists of hostility
And allow the pure air to cool our palms

When we come to it
When the curtain falls on the minstrel show of hate
And faces sooted with scorn are scrubbed clean
When battlefields and coliseum
No longer rake our unique and particular sons and daughters
Up with the bruised and bloody grass
To lie in identical plots in foreign soil

When the rapacious storming of the churches
The screaming racket in the temples have ceased
When the pennants are waving gaily
When the banners of the world tremble
Stoutly in the good, clean breeze

When we come to it
When we let the rifles fall from our shoulders
And children dress their dolls in flags of truce

When land mines of death have been removed
And the aged can walk into evenings of peace

When religious ritual is not performed
By the incense of burning flesh
And childhood dreams are not kicked awake
By nightmares of abuse

When we come to it
Then we will confess that not the Pyramids
With their stones set in mysterious perfection
Nor the Gardens of Babylon
Hanging as eternal beauty
In our collective memory
Not the Grand Canyon
Kindled into delicious color
By Western sunsets

Nor the Danube, flowing its blue soul into Europe
Not the sacred peak of Mount Fuji

Stretching to the Rising Sun
Neither Father Amazon nor Mother Mississippi who, without favor,
Nurture all creatures in the depths and on the shores
These are not the only wonders of the world

When we come to it
We, this people, on this minuscule and kithless globe
Who reach daily for the bomb, the blade and the dagger
Yet who petition in the dark for tokens of peace
We, this people on this mote of matter
In whose mouths abide cankerous words

Which challenge our very existence
Yet out of those same mouths
Come songs of such exquisite sweetness
That the heart falters in its labor
And the body is quieted into awe

We, this people, on this small and drifting planet
Whose hands can strike with such abandon
That in a twinkling, life is sapped from the living
Yet those same hands can touch with such healing, irresistible tenderness
That the haughty neck is happy to bow
And the proud back is glad to bend
Out of such chaos, of such contradiction
We learn that we are neither devils nor divines

When we come to it
We, this people, on this wayward, floating body
Created on this earth, of this earth
Have the power to fashion for this earth
A climate where every man and every woman
Can live freely without sanctimonious piety
Without crippling fear

When we come to it
We must confess that we are the possible
We are the miraculous, the true wonder of this world
That is when, and only when
We come to it.

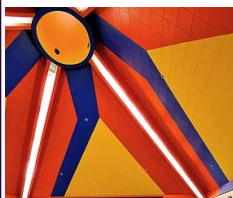
—Maya Angelou
(1928-2014)



Spotlight: Literacy/Math Night at Lowe Elementary

[Dana Smith](#) is a National Board Certified teacher in literacy. She teaches second grade at Lowe Elementary School in Jefferson County.

My incredible colleagues at Lowe collaborated to create and implement a very successful math and literacy night. Our goal was to provide a Derby-themed evening where students and parents together could participate in math and literacy activities.



We wanted the atmosphere to be relaxed and provide choice. The evening started in the gym where we provided dinner. Our arts and humanities teacher also arranged for half of the room to be dedicated to a show-

ing of student artwork. The artwork was signed, framed, and available for purchase. Proceeds from the fundraiser support the school's arts and humanities program.

Local storyteller and former Lowe teacher Mikkaka Overstreet kicked off the program with an interactive story adapted from *Seabiscuit The Wonder Horse* by Meghan McCarthy. Parents and students joined in to tell the tale of Seabiscuit's victory over War Admiral. The laughter and conversation that ensued set the tone for a successful evening. It was such a special way to bring the whole group together to enjoy literacy.

After the story and a few words from Principal Austin Allain, the families were released to their choice of activities. Workshops (three math, three literacy) covered a variety of activities and were designed to be

modified for all grades/age levels. Activity topics included:

- Acrostic poetry
- Probability
- Hat-making
- Creative writing
- Bookmaking
- Prediction

(Click [here](#) for more details on the activities.) Half Price books donated books for prizes that we gave away at the end of the evening and the next morning on the school newscast.



Summer Learning at Camp Wonderopolis

Studies estimate that a student's learning loss over the summer break can equate to one to three months on the grade-level equivalent scale. So it's no wonder that Anthony Mora Jr.'s teacher felt compelled to ask his parents how he had managed to improve his reading skills by two whole grade levels before returning to school last fall.

Tony and Martha Mora credited their son's success to NCFL's Camp Wonderopolis™, a fun and free online "camp" introduced to them by their family literacy program director.

Based on research that suggests parents should work with children to offset summer "brain-drain" by engaging in small, individualized programs, NCFL developed Camp Wonderopolis as a means to allow kids, families, and summer programs discover the possibilities and wonder of summer camp at their own pace.

Questions like "[Do insects work out?](#)" and "[Why are earthworms good for gardens?](#)" come equipped with explanations, vocabulary words, and easy, at-home experiments that allow for imaginative conversations and deeper exploration.

"They probably don't know they are learning. They think they are playing," Tony Mora said about the success and popularity of Wonders of the Day® with his children. "They are making connections between things and thinking about different things that all relate"

"[We learned by] not just coming up with the answer, but by asking 'Why this?' and 'Why did this end up like this?' It was fun and interesting," Tony Mora said.



This year's Camp Wonderopolis will explore different wonders about science and improve background knowledge, reading comprehension, and vocabulary skills. Preregistration is now open at [Wonderopolis.org](#), and you can sign up as a Camper (kids of all ages) or a Counselor (parents, library staff, and educators). Camp Wonderopolis officially opens **June 16** when Campers and Counselors will be able to set up complete accounts and embark on their

Camp journey:

- Select a Camp avatar
- Chart your own path through six tracks of scientific exploration:
 - Zoology
 - Physics
 - Biology
 - Chemistry
 - Geology
 - Astronomy
- Engage in Wonder checkpoints and test your learning to earn Wonder Cards® (42 in all!)
- Keep track of your Camp activities and Wonder Card collection on your personal dashboard
- Try out fun, hands-on activities using everyday items
- Compete in photo and video contests for a chance to win special Camp prizes

It's going to be a great summer. Get your backpacks and sleeping bags ready – a summer of learning is just around the corner! Sign up today for your spot in Camp Wonderopolis at [Wonderopolis.org](#).

Summer Reading Pledge Information

[Kathy Mansfield](#) is KDE's library media/textbooks consultant.

It's time to participate in the annual **KY-Reads** promotion to support Summer Reading! KDE encourages all students to read during the summer by participating in Kentucky's **Summer Reading Programs** at local Kentucky public libraries. Click [here](#) to find out more about programs sponsored by a library in your area.

[Attached](#) is a letter from First Lady Jane Beshear **for schools to copy and distribute to students**. Click [here](#) to view her video message promoting Summer Reading. Feel free to link to the video message on your class, library or school website and to share through social media.

Kentucky was number one in the nation for Summer 2012 in pledges to read, and I hope we can reach that same achievement for Summer 2014. The Summer Reading themes for most of the state's public libraries this year are "**Fizz, Boom, Read!**" (children) and "**Spark a Reaction!**" (teens) which tie in great with our [new science standards](#)! The Louisville Free Public Library is using the theme "Read Big."

"Find a Book, KY" uses the widely-adopted Lexile® measure to match a reader with

books that will provide the right level of challenge to support reading growth. School librarians and public librarians are ready to assist children and their parents as they make summer reading selections.

Go to [Find-a-Book, KY](#) to enter your pledge to read, and be sure to show students how to enter their pledges. All can participate, not just students. The KYReads promotion is for folks of all ages so share widely! You do not have to enter your Lexile level or search for books to participate in the Summer Reading Pledge.

Follow these simple steps to get a personalized summer reading list:

1. Enter a Lexile measure (available from many schools) or choose an option under "I don't know my Lexile measure"
2. Choose interest categories
3. Refine search results using the sidebar tools
4. Print a personalized summer reading list

Find more information about how to support Summer Reading Programs in the [spring issue](#) of *KY School Library Media News*. Each school's certified school librarian has additional resources to promote Summer

Reading Programs. For more information about specific activities, contests, and reading events for the Summer Reading Program in your county, contact your [local public library](#).

Visit KDE's [Summer Reading webpage](#) for additional resources.



Kids who read during the summer gain reading skills, while those who do not often slide backward. "A conservative estimate of lost instructional time is approximately two months or roughly 22 percent of the school year.... It's common for teachers to spend at least a month re-teaching material that students have forgotten over the summer. skills." [\(source\)](#)

Free E-Books Available for Kentucky Students

MetaMetrics has provided an opportunity for Kentucky schools to take part in the use of incentives to promote Summer Reading for the 2014 CCSSO/MetaMetrics' Chief's Summer Reading Challenge (KYReads). The four public schools in Kentucky with the highest percentage of students pledging to read at [www.lexile.com/fab/ky](#) will receive a site license to either KidBiz3000®, TeenBiz3000®, myON reader, or Scholastic Reading Counts!®

Capstone Digital is providing free access to e-books ([www.myON.com](#)) all summer long as part of the incentives offered to schools. myON is an online digital offering of books Pre-K through High School. The enhanced digital books provide optional multimedia scaffolds, including professionally recorded audio, text highlighting, and an

embedded dictionary to support student reading at all levels. With myON books, every student can have access to more than 5,000 diverse titles, which they can rate, review, record in their own book lists, and recommend to others. The myON platform allows students to take ownership of their reading interests and literacy growth.

Students and families have free access to myON books for the summer reading challenge. myON provides thousands of enhanced digital books that can be read anytime, anywhere there is an Internet connection. myON is also mobile on the iPad, Android Devices, Kindle Fire HD and Chrome books.

The e-books are available June and July 2014.

Log into [www.myon.com](#)

1. Click on the Red "Log in Now" button
2. School Name: start out by typing KY Reads, and then you will see from the drop down menu (KY Reads, Kentucky Department of Education)
3. Username: read
4. Password: read

For more information about KYReads, contact Kathy Mansfield, library media/textbooks consultant (Kathy.mansfield@education.ky.gov).

myON™

KYREADS

Which (PL) Standards to Implement? All or None

Joellen Killion, KDE's primary contact/facilitator through our distinction as the Council of Chief State School Officers (CCSSO)/Learning Forward's "Demonstration State" for the nation in Transforming Professional Learning through the Implementation of the *Common Core State Standards*, authored a [blog](#) recently on Education Week addressing standards for professional learning.

The Professional Learning Standards are:

- [Learning Communities](#)
- [Leadership](#)
- [Resources](#)
- [Data](#)
- [Learning Designs](#)
- [Implementation](#)
- [Outcomes](#)

As districts and states ramp up professional learning to deepen implementation of Common Core, NextGen Science, and other college- and career-readiness standards and educator evaluation systems, a troubling question frequently emerges among planners. Which professional learning standards should we address as we plan? According to Killion, the answer is all or none.

It is important for Kentucky teachers to become familiar with the new Standards for Professional Learning (PL) [which are those from Learning Forward that are discussed in the blog], as well as and the new definition for PL that the KBE authorized via amendment of [704 KAR 3:035](#) this spring:

704 KAR 3:035 (Revised) – "Professional development" means professional learning that is an individual and collective responsibility, that fosters shared accountability among the entire education workforce for student achievement, and:

- Aligns with Kentucky's Core Academic Standards in 704 KAR 3:303, educator effectiveness standards, individual professional growth goals, and school, school district, and state goals for student achievement;
- Focuses on content and pedagogy, as specified in certification requirements, and other related job-specific performance standards and expectations;
- Occurs among educators who share responsibility for student growth;
- Is facilitated by school and district leaders, including curriculum specialists,

principals, instructional coaches, competent and qualified third-party facilitators, mentors, teachers or teacher leaders;

- Focuses on individual improvement, school improvement, and program implementation; and
- Is on-going.

This revision has great potential to influence and support the effective implementation of PGES as individuals, teams, schools, districts, regions, and the KDE use these to guide all planning, implementation, and evaluation of PL.

For more about Kentucky's revised regulation, see the professional learning [webpage](#). Be sure also to watch the video at the bottom of the page where the difference between Professional Development and Professional Learning is discussed.

Coming in June: a NEWLY revised section of the [MODEL CURRICULUM FRAMEWORK](#) on "Professional Learning" that is intended to serve as guidance around this regulation/new standards.

Textbook Guidance for 2014-15/2015-16 Textbook Allocation

KDE will allow districts to spend Instructional Resources funds on instructional resources for any subject area they deem necessary to meet the needs of their district instructional plans. "Instructional resource" means any print, non-print, or electronic medium of instruction designed to assist students (704 KAR 3:455).

If textbook funds are left in Flex-Focus, the same restrictions on purchases apply. However, if a district chooses, as allowed by the General Assembly, to move funds from Flex-Focus to the General Fund in order to spend on restricted instructional resources such as technology and consumables, the restrictions do not apply. For more information on what instructional resource funds can be used for, if left in Flex-Focus, click [here](#).

Thoughts to add to the process as you make these decisions: The General Assembly allocated funds for instructional resources. If the district is not purchasing textbooks, the district needs to be very transparent and educate district personnel

and the community as to how instructional resources funds allocated are being used to support instruction in ways other than purchasing textbooks. Some of the community may think the funding is only for textbooks. Having intentional messaging and tracking of funds will help support continued funding for the future.

KDE will provide districts with the tools they need to conduct their own evaluations of basal resources. Evaluation instruments (approved by the State Textbook Commission) are currently available for all subject areas. A new evaluation instrument for language arts, reading and literature was approved September 2013 based on current Kentucky Core Academic Standards for that subject area. A new tool for science (based on new KCAS science standards) should be ready and approval sought from the State Textbook Commission in June, 2014. As new standards for social studies and arts/humanities are adopted, new evaluation tools will be created for those subject areas

(fall 2014). Other tools are currently available to assist in the evaluation of ELA and Mathematics basal resources from CCSSO partner organizations. Some of these are listed below.

- [K-8 Publishers' Criteria for the Common Core State Standards for Mathematics](#)
- [Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K-2](#)
- [Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12](#)
- [Instructional Materials Evaluation Tool \(IMET\)](#)

If you have questions, please contact Kathy Mansfield at Kathy.mansfield@education.ky.gov or 502-564-2106.

School Board Adopts Policy to Address “Summer Slide”

Owensboro READS, an OPS District Initiative open to the entire community, is just one of many approaches that the school district is taking to address the learning loss that takes place for many students over the summer and to promote community literacy at the same time. In April, the school board formally adopted a policy that promotes strategies to support summer learning.

The policy comes at a time when the OPS Literacy Task Force, composed of OPS educators and community members, is launching summer reading contests, reading camps, and a community-wide reading campaign: Owensboro READS. A new Owensboro READS [website](#) offers reading resources.

As the school district looked at state-wide literacy statistics that indicate only about half of Kentucky's kindergartners are prepared for kindergarten work and that 66 percent of Kentucky's 4th graders are not reading at grade level, they saw the urgency of turning those statistics around. In January, Governor Steve Beshear said, “From day one, these students may be at a disadvantage; they are behind, and some lack the foundational skills on which to build.” The OPS Literacy Task Force took those statistics to heart and have been working diligently to create summer reading camps and activities that will address one of the causes of students falling behind – the summer period when many students are not engaged in activities that “feed the brain.”

Literacy is central to the instructional mission of Owensboro Reads. According to

their website, to promote student success in literacy and elevate its importance in the community, Owensboro Reads will:

- Identify a common measurement to better evaluate student progress toward literacy at the elementary, middle and high school levels. Set realistic and measurable literacy goals to evaluate



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student growth.

- Develop a “Program Review” process to systematically evaluate school-based literacy programs throughout the district.
- Identify resources and programming to address the “summer slide” that negatively impacts the literacy levels of students in elementary and middle school.
- Identify potential and existing family-based supports that enhance literacy as a part of early childhood development.
- Identify resources and methods to assist secondary school students improve the transition from learning to read to reading to learn.
- Make literacy a community priority by engaging business leaders, church groups, and other community-based organizations in efforts to promote the importance of reading.

OPS is partnering with the Public Life Foundation to launch a long-term effort to increase literacy not only for their children, but for all ages. One of the best ways to do that is to get the community to embrace reading at every level – parents to infants and children, parents themselves, grandparents, school councils, PTOs, civic groups, churches, employers, neighborhood alliances, public officials, retirees, everybody – everywhere! One of the first Owensboro READS initiatives is the challenge to all students and the entire community to pledge to read for 30 minutes a day.

The 30-Minutes-a-Day Challenge is free, open to the public, and as simple as making an effort to read more – to a child, to yourself! The school district has been working closely with the Daviess County Public Library to develop reading incentives as part of the campaign and will be introducing a variety of activities in the months ahead.

“As a result of this first initiative to encourage reading, OPS was invited to join the national Get Caught Reading campaign that encourages people of all ages to read. They are asking the entire community to embrace the Owensboro READS initiative and the concept of One Community Reading Together, Growing Together!” said Superintendent Nick Brake, Ph.D. “Expect many more opportunities for increasing literacy to be introduced in our district as a result of the efforts of the OPS Literacy Task Force’s work,” Dr. Brake said.

For more information contact Dr. Nick Brake at (270) 686-1000 or via [email](#).

Kentucky Teachers Named to “Dream Team”

Congratulations to the four Kentucky teachers who have been named to the [LearnZillion](#) 2014 Dream Team:

- Dr. Kimberly Johnson, Waggener High School, Jefferson Co.
- Holly Milam-Bush, Greenwood High School, Warren Co.
- Kelly Boles, Betsy Layne High School, Floyd Co.
- Leslie Lloyd, Bullitt East High School, Bullitt Co.

Together, they represent 29 years of classroom experience. These Kentucky teachers join a group of 200 talented math and English/language arts (ELA) teachers selected from an international pool of 4,000 applicants.

Selected for their content knowledge, grit and humility, these impressive math and ELA teachers represent the best of district, charter and independent schools in 42 states and three countries (U.S., Singapore and Tunisia). Together, the 2014

Dream Team has more than 2,300 years of teaching experience, ranging from two to 42 years in the classroom.

As part of the Dream Team ([click here](#) to see a full list), these educators will attend [TeachFest](#) in New Orleans, and then return home to collaborate with peers in a facilitated online professional learning community.

As part of their world-class PD experience, they will cre-

ate resources that will help teachers and students across the country. TeachFest will kick off a rigorous summer-long collaboration to create high-quality formative assessment tools and resources that will support teachers implementing the Common Core across the United States.



Echoes and Reflections: Leaders in Holocaust Education



From its inception, KET's statewide network was seen as a means of overcoming geographic barriers

and educating young people. Today that early spirit of exploration and innovation continues to flourish as KET seeks to serve learners of all ages through means that go far beyond TV and computer screens—merely the tools for delivering educational resources to the people of Kentucky. KET is committed to providing the programs and services that teachers, students, and viewers need, in the ways that suit them best.

Join Kentucky Educational Television (KET) on June 24 from 9:00 a.m. to 12:00 p.m. for *Echoes and Reflections*, a FREE special

professional development program for middle and high school teachers.

- Promotes an interdisciplinary approach to teaching about the Holocaust to today's students.
- Addresses academic standards—including Common Core State Standards—using informational texts and primary source documents.
- Incorporates compelling visual history testimony into ten multi-part and modular lessons to engage students in the lives of survivors, rescuers, liberators, and other witnesses of the Holocaust.
- Combines the experience and resources of three world leaders in education: the Anti-Defamation League,

USC Shoah Foundation, and Yad Vashem.

These facilitator-led programs model active and collaborative learning as participants explore the *Echoes and Reflections* Teacher's Resource Guide, including the visual history testimony from the USC Shoah Foundations Visual History Archive incorporated into each lesson. Participants leave programs equipped with a complimentary copy of the Teacher's Resource Guide, replete with effective teaching strategies, primary source materials, and connections to academic standards—including Common Core State Standards (CCSS).

Click [here](#) to register.

Upcoming Literacy Events Around Kentucky

Newspaper in Education

This summer the Newspaper in Education is hosting its annual free PD session. Author Leigh Anne Florence, Woody, Chloe and the Herald-Leader's NIE staff will be leading the fast-paced, hands-on workshop, which will take place July 10, 10:30am-3:30pm at the Lexington Herald-Leader. PD is free and includes lunch and 4 hrs. PD credit.

For more information click [here](#). To register email your name, school, grade and summer email address to [Kriss Johnson](#).

Literacy Design Collaborative Training

Please join KDE in partnership with Reach Associates to learn about the Literacy Design Collaborative (LDC). We are offering free LDC workshops at Embassy Suites, Lexington, from 9 a.m.-4 p.m. ET each day.

- June 9 – Experienced LDC Training
- June 10-11 – Introductory Module Workshop (6-12)
- June 10-11* – Introductory Module Workshop (K-5)
(*Please note date change.)

Learn how to use LDC to:

- naturally integrate reading, writing, language, and speaking and listening standards into a cohesive literacy module
- design writing tasks to address standards
- build an instructional ladder to strengthen students' ability to analyze tasks, cite evidence, take notes, apply vocabulary, develop speaking and listen-

ing skills, and engage in the stages of the writing process

- use LDC's K-1, 2-3, 4-5 new template tasks and LDC's 6-12 Template Task Collection 2 for each of the three modes of writing
- explore LDC's CoreTools features--Module Library, Mini-task Library, and Module Creation Tool.

See the attached [flyer](#) for more details. Click here to [register](#).

Summer Workshops from KWP

Cognitive Coaching

This workshop will include the first two days of the popular Cognitive Coaching Seminars® Foundation Training.

Common Core Academy

Focus on effective strategies for teaching Argument, Narrative, or Informational reading/writing and unit development using the Literacy Design Collaborative system.

Content Literacy Academy

Focus on effective strategies for integrating reading, writing, listening/speaking in ways that emphasize content learning.

ELL Academy

Learn classroom-tested strategies and gain confidence in your ability to reach English learners.

Grammar Workshop

Explore grammar in real-world contexts, examine the KCAS Language Standards, participate in model grammar lessons, discover how to teach meaningful grammar lessons, learn a research-based framework for integrating grammar instruction and draft

a grammar lesson using

reading materials from your own classroom.

New Voices Institute

Teacher consultants who have worked with Actors' Theatre to engage students in playwriting will share classroom-tested strategies and materials that address speaking/listening, reading & writing standards.

PGES Workshop

In 2014-2015 the professional growth and effectiveness system (PGES) will be fully implemented statewide with full accountability in Spring 2015. Learn how to navigate the system and use key resources to assist you/your staff in improving instruction.

Reading Fluency Workshop

This workshop is designed to enhance teachers' professional toolboxes with strategies that develop students' fluency and stamina as they strive to meet the demands of the Common Core.

Scijourn Workshop

This 3-day workshop will support you in engaging students in meeting the new Common Core Standards for research through the [Scijourn](#) process.

Tech Academy

Participants will receive an iPad mini and three days of PD on how to use this device and other technologies in their classrooms.

Writing Workshop

This reading/writing workshop-approach to learning will focus especially on the techniques for Opinion and Argument Writing, K-12.



Help

Your contributions of ideas and lessons that work are welcome. E-mail mikkaka.overstreet@education.ky.gov to submit. Your submissions may be included in the Literacy Link to help connect teachers across the state by sharing ideas, insights and best practices.

Access this and past Literacy Links on KDE's website:
[Click Here](#)



If you have questions or concerns, we want to help. Contact:

- Cindy Parker – Literacy Coordinator – cindy.parker@education.ky.gov
- Kelly Clark – Literacy Consultant – kelly.clark@education.ky.gov
- Jackie Rogers – Literacy Consultant – jackie.rogers@education.ky.gov
- Teresa Rogers – Literacy Consultant – teresa.rogers@education.ky.gov
- Pamela Wininger – Literacy Consultant – pamela.wininger@education.ky.gov
- MK Overstreet – Literacy Consultant – mikkaka.overstreet@education.ky.gov
- Kathy Mansfield– Library Media/Textbooks Consultant – kathy.mansfield@education.ky.gov



Feedback from the Field



Your feedback helps us to tailor the Link to best meet the needs of teachers. Tell us how you're using it. Tell us what you want to see more or less of. We want to hear from you! E-mail [MK Overstreet](mailto:MK.Overstreet@education.ky.gov).

I would like to thank you all for the kind words that so many of you shared in response to my May editorial. As I suspected, I am not alone. Thank you for sharing your stories and your sympathy.

–MK

"Just wanted you to know that I read your article about grief in the literacy link. It was very powerful and heartfelt, but most of all so true. Thinking and praying for you."

–Pam

"Your article put into words some of what I feel daily. Thank you."

–Tina

"You can capture in words the beating of another's heart. Often I

feel that others think I should be "over it" and have "moved on with my life." Truth is I'll never be "over it" and life continued to move on the minute he moved to his heavenly home. It's a matter of how we deal with those moments when we feel as if we are choking because the grief is a continuous ebb and flow. [God's] peace is waiting to wash over us with a comfort we could never have imagined. He is a faithful Father."

–Cathy

Additional Reading and Other Resources



- [50 Best iPad Apps for Reading Disabilities](#)–In this blog, teacherswithapps.com highlights a few of apps that can help students with a reading disability improve their skills.
- Resources from KET: [KET Arts Education Re-](#)

[sources](#)
[KET Early Childhood Re-](#)
[sources](#)
[KET Education Resources](#)
[Overview](#)
[PBS LearningMedia](#)
[What's New in Discovery](#)
[Education](#)

[KET Resources for the Social Studies Classroom](#)

Users should register for and login to PBS LearningMedia and Discovery Education at the [KET EncycloMe-](#)
[dia](#) homepage.

Kentucky Department of Education Updates

[Professional Growth and Effectiveness System \(PGES\) featured on KET](#)

KET's Education Matters, hosted by Bill Goodman, recently featured PGES. The program aired on April 28 and explored how the new statewide Professional Growth and Effectiveness System helps Kentucky teachers improve their professional practice. The program included visits to Marshall and Boone counties to see how schools are implementing the effectiveness system. An archive of the program can be viewed on [KET's website](#).

[Next-Generation Science Standards \(NGSS\) Update](#)

In accordance with objectives of Senate Bill 1 (2009), it is the Kentucky Board of Education's (KBE) and KDE's expectation that ALL grades would begin full implementation of the Next-Generation Science Standards in the 2014-15 school year. Work to do so has been underway for nearly a year in our Science Leadership Networks with that intent.

In accordance, the "Core Content 4.1" will be removed from KDE's website following the end of this

academic year. ALL RELEVANT STANDARDS will be contained within a single document, The Kentucky Core Academic Standards (available [here](#)).

As discussed with District Assessment Coordinators, the first testing of the new science standards is expected in 2015-16, at the earliest. The KBE conversation in June will focus on options for testing during the transition period and promote the transition to NGSS. Watch for more details on this topic following the June 4 Kentucky Board of Education meeting.